



# Public Sector Equality Duty Audit

Huntingtower Community Primary Academy

Reviewed by: E Harkins

Reviewed: July 2024

*The Priory Federation of Academies Trust (The Trust) will adhere to the requirements of the Equality Act 2010 by not discriminating against all stakeholders with which the organisation may be working with on the grounds of any protected characteristic.  
Please refer to the Federation's Public Sector Duty audit for all actions and work relating to staff.*

**The Trust's Equality Objectives for 2021-2025 are:**

1. To cascade and embed ongoing equality and diversity training across the Trust, using our existing support frameworks to continue to improve understanding and to help eliminate discrimination.
2. To promote and monitor the involvement of all groups of students, and specifically those with protected characteristics, in the extra-curricular life of all the academies within the Trust.

**The context in which the Academy works:**

The academy meets the needs of the geographical community in which it is located. More places are applied for than allocated meaning that distance from the academy is often a key factor. Most children live within a half a mile of the academy.

There are 418 pupils on roll. 25% of our pupils speak more than one language with English as their second language. 42% of pupils are entitled to Free School Meals and 18% of pupils are on the academy's SEND register (12 EHCPs). There is a wide range of needs within the academy including physical and learning needs.

**The characteristics protected by the Equality Act are:**

1. Age\*
2. Disability
3. Gender reassignment
4. Marriage and civil partnership\*
5. Pregnancy and maternity
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

\*These characteristics apply to the Trust as employers, but not in relation to our provision for students.

**What do we do in order to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between individuals who share a protected characteristic and those who do not?**

**Map to evidence/examples/records kept.**

- Racist/sexual harassment/bullying and harassment incident reporting ensures that any incidents reported are reviewed and addressed appropriately.
- At the time of review the take-up of extra-curricular activities/clubs is monitored and some clubs target those with protected characteristics for example disability/SEND needs
- Clubs planned to encompass pro-active focus such as Science clubs with a particular focus upon girls. Equality of access is a priority.
- Effective delivery of our PSHE/RSE and RE curriculum encompassing a range of faiths and equality groups proactively. The academy uses Jigsaw, a nationally recognised scheme for PSHE. Within this scheme, PSHE and RSE are taught within units that progressively deepen pupils understanding of equality groups. RE is delivered from a whole school overview that ensures that the range of world faiths are focussed upon.
- Engagement in different activities/clubs is monitored and tracked by Sports Coach and SLT.
- Strategies to engage under-represented groups e.g., those pupils with a disability including designing clubs to support their needs,
- Clubs all have a raised profile within the Academy – referenced in newsletters/communication platforms/ assemblies/ Academy Council.
- Accessibility Plan ensures that the needs of all pupils and staff are considered and encompassed positively with the Academy's provision.
- PSHE curriculum encompasses upon equality and diversity within personal development including developing pupils understanding of discrimination and positive actions to counter it.
- The library which is accessible by all pupils have a set of age-appropriate reference books supporting our PSHE and RSE curriculums as well as specially curated collections relating to protected characteristics.
- RSE curriculum is aligned to the Government guidelines and supports equality of opportunity, e.g., providing LGBTQ+ friendly examples used throughout relationship education in an age-appropriate way.
- Additional needs are considered to ensure access is equal including national testing access arrangements, trips including residential as well as day to day access.
- As a Community Academy, maintain records of religious profile on our MIS system which staff can access to ensure that reasonable adjustments can be made, if required. An example of this would be understanding the range of faiths within the academy and their religious observance. The academy has several pupils and staff members who belong to the Jehovah Witness faith. All pupils take part in the academy's RE lessons and any assemblies or events that they would not attend are anticipated for and communicated with parents. Pupils often remain in the academy during these times.
- Use unifying language of Makaton wherever possible to support language acquisition including those with protected characteristics. The academy often supports the induction of pupils to British education for the first time. Frequently, the pupils have limited or no English understanding. Makaton can support tier 1 language acquisition and support pupils' ability to communicate simple requests.
- Engagement pupils in different activities/clubs.
- Family and pastoral support provides a greater understanding of a pupils/family's personal circumstances, culture and religious responsibilities.
- By liaising with families, additional support can be planned for as well as wider understanding of the community we serve; for example, disability within the family or pregnancy/maternity).
- Academy curriculum reflects and celebrates diversity promoting individuals' rights including visits from para-sports personalities.
- Collaborative working encouraged between different groups within the community – there are several residential and nursing homes within the local community. The academy has had groups of children visit these communities including the choir.
- Open door policy allows a greater level of communication and, if required, additional support. This allows parents/carers to develop relationships with staff.

- Visiting speakers who promote equality, for example, a Paralympian.
- Visitors of different faiths to those of the pupils. These visitors have been scheduled as part of the curriculum and also the assembly programme.
- Visits to places of worship helps to foster an understanding of others including faiths that may not be the pupils' own.
- Engaging pupils who follow specific faiths/religions so they can share their knowledge and promote understanding with their peers.
- Pupils from different cultures/religions/faiths will feel valued and can contribute to the understanding of others.
- Academy/ Trust values through our assemblies reflect equality and in particular respect of others. The Whole Academy assembly focus is wide and encompassing, allowing opportunity for pupils to explore planned for themes (relating to RE, RSE and personal development themes).
- British Values ethos and focus through whole Academy personal development focus, elements of British Values are explored and linked to PSHE/RHE curriculum encompassing anti-discriminatory themes and allowing opportunity for pupils to gain greater understanding of others.

**What do we do to engage with the protected groups in order to eliminate unlawful discrimination, harassment and victimisation, advance equality of opportunity and foster good relations?**

**Map to evidence/records kept.**

- Disability groups and SEND pupils families are consulted on provision for access to the Academy. This is completed during pupil reviews when considering their needs and access to the academy.
- Transition programmes in relation to specific needs of. For example, when transitioning from year group to year group as well as the final transition to secondary school. Additional transitional sessions planned for pupils with SEND needs.
- There are opportunities for children to get to know the new staff they will be working with as well the opportunity to share specific information that will gain a greater understanding of the individual.
- Academy Council meetings include projects and themes that support the understanding of others. Pupils share their understanding of others with the classes they represent.
- Diverse offer of religious celebrations acknowledged and explored through both the curriculum and assembly schedules. Pupils' religions celebrated and pupils encouraged to be 'experts' within the academy.
- Student voice collected through Academy organised surveys (using questions identified in previous year's Edurio Y5 and 6 survey) as well as by leaders within the academy. This includes the academy council, subject leaders and inclusion leaders – pastoral and SEND. There are individual contributions as well as group student voice sessions. Some are scheduled as part of the quality assurance cycle, and some (the individual ones) collected as part of an individual plan.
- Parent/carer voice collected – there is an annual review (Summer Term) which gathers an overview of information. 19% uptake in 2024. More specific surveys are used to gather parent's views – SEND/ communication.
- Academy events – range of events through the academy year. Some are routine including celebration assembly – pupils celebrated for the values and their achievement. There are fully inclusive and identified through their classes. Some are more curriculum linked including visitors – LA Online safety/bikeability/Mini-Police/curriculum trips – always fully inclusive, pupil needs are a priority at the planning stage (an example of this is children who require intimate care, ensuring that there is a suitable environment on their trip to meet their needs).
- Visits from speakers promoting equality (Sam Ruddock/Jonathan Broome-Edwards- Paralympian) Across the year, the children meet with a range of speakers who promote equality – this is by the Inspire+ Charity. The Year 4 pupils spend a day with other primaries at a mass sports' event that promotes equality and inclusion in its activities.
- Visits to places of worship within the local community – predominantly Christian churches. As a non-faith academy, the children often have limited experience of places of religious worship. They may visit a local church as part of their religious education.
- The above visits /experiences provide children with the opportunities to create connections and understand the needs of their community.

- Collaborative working e.g., Mini-Police/PCSO allows for communication of themes that support the wider community. Pupils have worked with the PSCOs to explore litter within the community and dangerous parking. This academy year, the Y5 pupils have been focused upon online safety and keeping themselves safe online including being able to identify possible scams. They have shared this information with other pupils.
- Celebration of pupils' faith through opportunities to educate their peers and sharing knowledge. Pupils who have a greater and more personal understanding of a faith are given the opportunity to share their own experiences. An example of this is when a pupil who was a member of the Hindu faith brought in items from home used to celebrate a specific event in his faith's calendar. The pupil presented to both classes within his year group as well as another, younger class who were also learning about his faith at the time.

**How effective are we at eliminating unlawful discrimination, harassment and victimisation, advancing equality of opportunity and fostering good relations?  
Map to evidence/records kept.**

- At the time of review there are low levels of incident and no trends apparent. Only 3 racist incidents in academic year 2022-23. These were the use of racist terms but not specifically directed at an individual.
- A review of the PSHE/RSE and RE curriculum identified that it encompasses a range of faiths and protected groups proactively. The RE and World Views curriculum has been reviewed as part of a Trust wide working group with the academy's RE leader as a member of the reviewing group. PSHE and RSE's curriculum was reviewed, and an additional scheme (Jigsaw) was introduced as result of the Quality Assurance of the subject in 2021-22.
- PSHE delivered effectively and proactively. Through the academy year, the PSHE leader completes a Quality Assurance cycle including planning review, staff voice, pupil voice and book review. **This was also quality assured by the Trust in academic years 2022-23 and 2023-24**
- Low rates of suspensions and permanent exclusion especially relating to unlawful discrimination, harassment and victimisation.
- Family support, e.g., EHAs/TAC
- Events to support the gathering of Parent/Carer voice (parents' evening/ surveys/SEND-additional needs reviews) – **including in collaboration with agencies such as MHST.**
- **Feedback is collected from pupils, parents/carers and staff to ensure that we are aware of their views and respond accordingly. This provides all stakeholders with an opportunity to have their say. Feedback shows that our stakeholders feel listened to and respected.**
- Student voice/Student groups (Academy and Class Council/ Class/Year/Whole Academy Assembly/ Pastoral support programmes including intervention provision/ ELSA/Counselling/Surveys/clubs)

**Next Steps:**

- Explore further links to community that promote wider understanding of World Views by pupils.
- Explore further links to community that promote greater understanding of protected characteristic.